Character Impersonation Speech Student Name:

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| CATEGORY | **9-10** | **7-8** | **5-6** | **0-4** |
| **Role** | Development of character, Point-of-view, arguments, were consistent with character being impersonated. | Development of character, Point-of-view, were often consistent with character being impersonated. | Development of character, Point-of-view, were sometimes consistent with character being impersonated. | Development of character, Point-of-view, were rarely consistent with character being impersonated. |
| **Character Knowledge** | All information appeared to be accurate and in chronological order. | Almost all information appeared to be accurate and in chronological order. | Most of the information was accurate and in chronological order. | Very little of the information was accurate and/or in chronological order. |
| **Props/Costume** | Student dressed in costume and used several props that accurately fit the character, show considerable work/creativity and make the presentation better. | Student dressed in costume and used 1-2 props that accurately fit the character, and made the presentation better. | Student used 1-2 props which made the presentation better. | The student did not wear a costume and did not use props OR props/costume chosen detracted from the presentation. |
| **Required Elements** | Student included more information than was required in order to fully develop the character in front of the audience. | Student included all information that was required in order to develop the character in front of the audience. | Student included most information that was required in order to develop the character in front of the audience. | Student included less information than was required in order to develop the character in front of the audience. |
| **Knowledge Gained** | Can clearly explain several ways in which their character positively impacted the world and can clearly explain why. | Can clearly explain several ways in which their character positively impacted the world. | Can clearly explain one way in which their character positively impacted the world. | Cannot explain one way in which their character positively impacted the world. |
| **Press Conf. Q&A** | Student was able to answer all questions from the audience and included several details/specifics in their response. | Student was able to answer all questions from the audience and included 1-2 details/specifics in their response. | Student was able to answer some questions from the audience. | Student was not able to answer questions from the audience. |
| **Press Conf. - Thinking On Feet** | All responses from the student during the press conference were quick, did not seem forced, and seemed plausible. | Most responses from the student did not seem forced and were plausible. | Some of the responses from the student did not seem forced and were plausible. | Student's responses were not believable OR seemed forced. |
| **Press Conf.- Staying in Character** | Student remained in character throughout the entire speech and Press Conference. They never stepped out of their role. | Student remained in character throughout most of the press conference. | Student remained in character at times throughout the press conference. | Student was not able to remain in character throughout the press conference. |

Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/80 points